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AUTHOR	Gromfin, Annette M.; And Others
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ABSTRACT

This module is designed to give Teacher Corps corpsmen firsthand knowledge and competency in identifying all aspects of the community which are basic to interpreting the educational needs and concerns of troubled youth. The terminal objective is to identify the community's (a) demographic, cultural, and ecological characteristics; (b) associational patterns; (c) patterns of influence; and (d) sociopsychological factors. This information is then related to planning a productive learning environment for troubled youth. The participant reads; views slides; takes tours and walks; and attends a series of seminars, workshops, and rap sessions in order to gather information regarding the community in which he is serving his internship; he then plans a design for his community profile. The process is flowcharted, and the following areas are detailed: (a) steps for completing the module, (b) preassessment, (c) enabling activities, (d) postevaluation, and (e) remediation. (JCW)

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Component: The Troubled Youth
TY 003. (USC-U)

Module: Profile -Community
TY 003.01 (USC-U)

Principal Authors:

Annette M. Gromfin, Director
Teacher Corps-Urban

Vida Van Brunt, Assistant Director
Teacher Corps-Urban

Technical Assistant:

John A. Savage

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Teacher Corps-Urban
University of Southern California
Los Angeles, California 90007
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PROSPECTUS

Perspective:

The purpose of this module is to provide interns with a broad introductory view of the community by focusing on the five areas indicated in the Terminal Objective. This approach, Profile-Community, allows interns to continue their descriptive study of the community far beyond the pre-service; thus, adequate time will be provided to study the dynamic, pluralistic nature of the community itself. The greatest challenge to education in corrections is to successfully rally all support - university training, school district planning and community (resident and agency) backing. This support can be used to help change the school environment to allow productivity for the troubled youths who are now not succeeding. To contribute to this change effort, teachers must be aware of and knowledgeable in all aspects of the system which contributes to the picture; the community is one of these contributors. Through the Profile-Community, Corpsmen will conduct field research, digging out information, interviewing grass roots people, agency personnel, school administrators, students, teachers, and clerical staff, who will in turn get to know the Teacher Corps Corpsmen. Finally, a Profile of the Community provides firsthand experience and knowledge of the influential people and issues

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which determine the day to day and long term affairs of the school. This provides Corpsmen with a number of sociological concepts such as "school bureaucracy" and the role which teachers must play in moving toward change in the education of the Troubled Youth.

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OBJECTIVE:

Terminal Objective:

Given an internship assignment in a specific school district and a series of experiences in investigating this community, the participant will plan and complete the first hall (phase) of a descriptive community profile. This profile will identify the community's 1) demographic cultural, and ecological characteristics, 2) associational patterns, 3) patterns of influence and, 4) socio-psychological factors. Additionally, the profile will 5) relate this information to planning a productive learning environment for troubled youths. This profile may be written and/or mediated.

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Prerequisites:

The only prerequisite for this module is acceptance into the teacher training program.

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Description of the Module - 003.01 (USC-U)

This module is designed to give Corpsmen firsthand knowledge and competency in identifying all aspects of the community which are basic to interpreting the educational needs and concerns of the troubled youth. The five areas suggested in the Terminal Objective give Corpsmen a broad view of the many facets of the community which interrelate to produce the environment in which the troubled youth lives. The module will place Corpsmen in direct contact with the issues and problems of this setting as well as introduce them to a culture upon which more viable curriculum may be planned.

The enabling objectives for this module are:

1. The participant reads, views slides, takes tours and walks, and attends a series of seminars, workshops and rap sessions in order to gather information re the community in which he is serving his internship.

2. Plans a design for his community profile.

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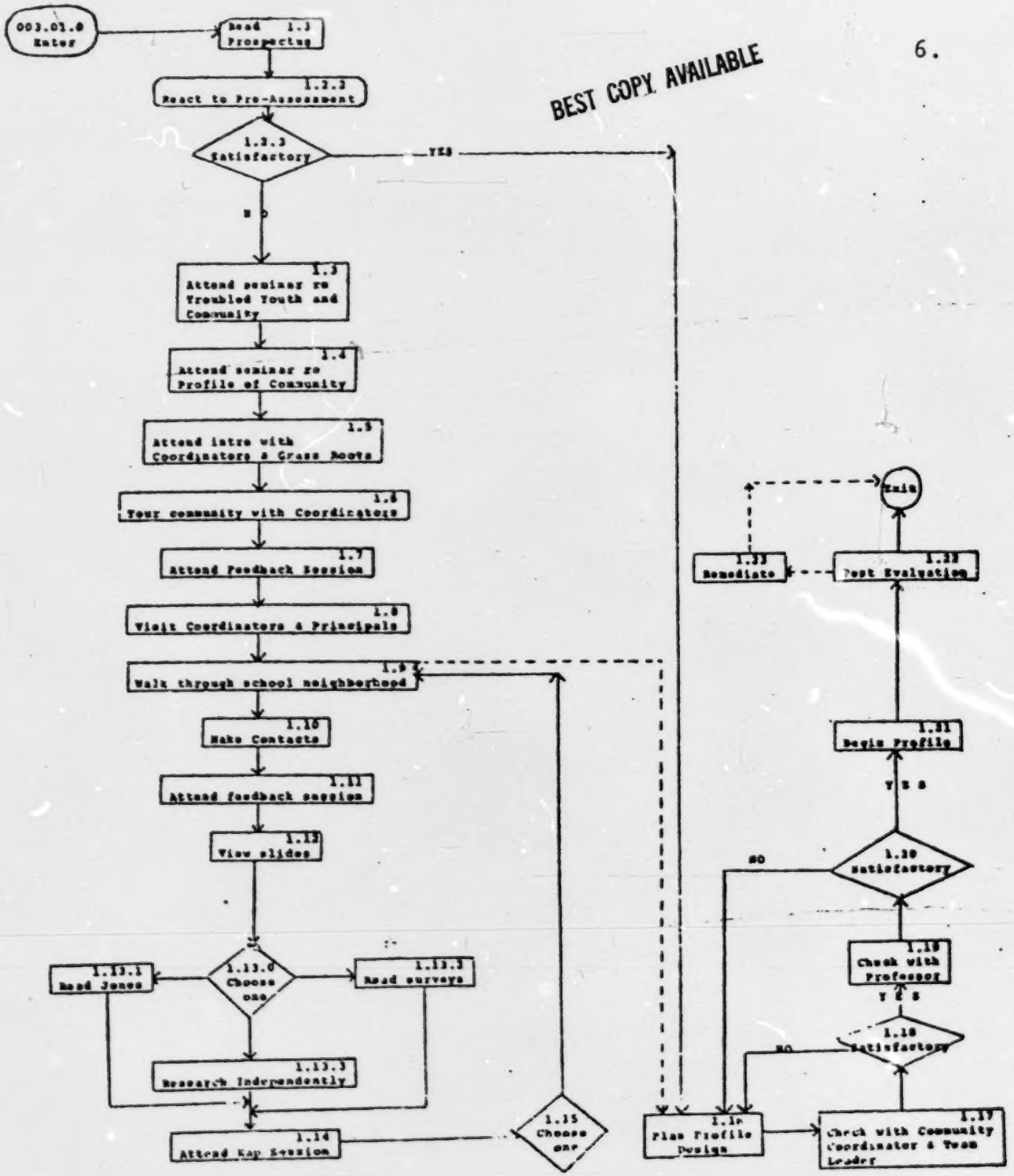

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Steps for Completing This Module: TY 003.01 (USC-U)

003.01.0 Enter

1.1 Read the prospectus.

1.2.1 React to the Pre-Assessment.

1.2.2 Were the results of your Pre-Assessment favorable enough to warrant your moving directly into preparation for the Post Evaluation?

-If yes, go to 1.16 to plan your profile design.
-If no, begin to get input re investigating the community at 1.3.

1.3 Attend a seminar re the troubled youth and his community.

1.4 Attend a seminar re Profile - Community (procedures, resources, etc.)

1.5 Attend a workshop for an introductory overview of the community, as presented by Community Coordinators and grass roots community representatives.

1.6 Tour the school district and its community with your community coordinator and project coordinators.

1.7 Attend a meeting with all interns to share experiences and identify areas of commonality.

1.8 Meet with your school coordinator and principal to discuss your impressions and new information.

1.9 Walk through your school neighborhood. (Several investigatory trips will be necessary.)

1.10 Make contact with school officials and representatives of public and private agencies.

1.11 Attend a meeting with all interns to share experiences and identify areas of commonality.

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1.12 View slides of the school community and neighborhood.

1.13.0 Choose two of the following:

1.13.1 Read Finding the Community, By Ron Jones.

1.13.2 Read community surveys from previous interns.

1.13.3 Research further re your community.

1.14 Attend a rap session with former interns who served in your school.

1.15 Choose one of the following:

1.9 Return to investigation of the community by means of walking tours. (Exit from this second series of walks may be made directly to 1.16.)

1.16 Proceed to 1.16.

1.16 Plan the design which you will use to analyze your community..

1.17 Meet with your Community Coordinator and your team leader for evaluation of your profile design.

1.18 Does your design meet the criteria established?

-If yes, move to 1.19.
-If no, return to 1.16.

1.19 Meet with your professor for evaluation of your profile design.

1.20 Does your design meet the criteria established?

-If yes, move to 1.21.
-If no, return to 1.16.

1.21 Complete the first phase of your profile.

1.22 React to the Post Evaluation.

1.23 Remediate, if necessary.

Exit.

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Pre-Assessment: TY 003.01 (USC-U)

Part I: Meet with your team leader and community coordinator, for an informal discussion re the community, important issues and people who influence the school.

Part II: The following questions are provided as a checklist to indicate some of the information you should know about the community you will be working in. Briefly answer each question; leave spaces blank if you do not know an answer.

1. Demographic and ecological characteristics.

Outline the geographical boundaries of the school district.

What are the boundaries of the local school where you have been assigned?

What is the number of people in the district?

What is the age distribution of people in the district?

What is the number of families within your local school boundary?

What is the ration of school-aged children within your local school boundary?

What kinds of housing are there in your immediate school area?

What is the income distribution of your school area?

How are people employed in your school area?

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What is the level of education of the local population?

How many families have delinquent or pre-delinquent children?

How many youths are in institutions?

How many youths are returnees?

How many youths are school drop-outs?

How many youths are suspensions?

2. Cultural Characteristics

What language/dialect do the students and their parents speak?

How are families organized (what is the mother-role, children-role, father-role)?

Are families nuclear or extended?

What ties are there to relatives?

What kinds of recreation do the local residents prefer?

What material items are valuable to them?

What do they "give up" to get their choice of material items?

How do they use what they have?

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What are the food preferences in the neighborhoods?

What are the eating habits in the neighborhoods?

What are the goals of the residents?

What holidays are important?

What other events are important?

What clothing is acceptable?

What hair styles are acceptable?

How important are clothing and hair styles?

3. The Associational Patterns in the Community

What religious changes are there?

What ethnic changes are there?

Who marries whom?

Where are there barriers to association? What are they?

What are the important clubs, organizations and associations?

Who belongs to the "important" groups?

Who is left out? Why?

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4. Patterns of Influence in the Community

   What political system exists?

   Where is the "power?"

   How do businessmen stand in relation to "power?"

   Do people feel "powerless?" Who? Why?

   How do people feel toward the "power system?"

   Are civil rights violated? How? By Whom?

5. Social-Psychological Factors Operating in the Community.

   What self-concepts do various categories of people have? What leads you to believe this is true?

   What are the evidences of social distance? Stereotypes?

   How do people feel about teachers? The school?

After you have completed both parts of the Pre-Assessment, meet with a consultant to evaluate your performance.

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Description of Enabling Activities: TY 003.01 (USC-U)

1.3 This seminar provides the learner with information re the relationships between the troubled youth and his community and their effects on each other.

1.4 This seminar provides the learner with information gathering techniques and procedures for community investigation.

1.5 This workshop is organized around each team. The team meets with its Community Coordinator and grass-roots community representative. An overview of the community is presented by means of any format chosen by the group (question/answer media presentations, quest informants, etc.)

1.6 This tour takes in representative areas of the community. Interns are introduced to community members and exposed to the social, economic, political, and geographical organization of the community.

1.7 Each team presents its findings and experiences. A recorder lists commonalities and unusual findings and experiences. The recorder's report is given to all participants.

1.8 The primary purpose of this meeting is to secure validation of the participant's observations and conclusions.

1.9 While conducting these investigatory walks, the learner:

1. Visits parks and playgrounds and talks with staff and youths.

2. Talks with people on the streets and in businesses.

3. Visits all public and private agencies serving the local population.

4. Interviews grass roots community leaders of drug abuse centers, self help organizations, churches, and multi-purpose cultural oriented groups re attitudes toward the delinquent youth.

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5. Visits and assesses markets and restaurants and compares them with those in another selected area.

6. Observes customs, ceremonies, major events and celebrations in the community.

7. Identifies the families of troubled youths (in concert with other interns, school officials, and the Community Coordinator.)

8. Meet and talks with the families and siblings of troubled youths.

9. Selects a troubled youth for continued contact.

10. Visits the families of troubled youths and describes the Teacher Corps program.

1.10 Through making contact with official and unofficial school and community leaders, the learner:

1. Identifies and counsels youths who would attend school if they had part-time employment to supply their basic needs.

2. Initiates a street academy tutorial series in "How to get a job."

3. Initiates bilingual study groups for youths seeking jobs.

4. Interviews school principals, nurses, and counselors re specific troubled youths.

5. Interprets the adjunct support teams to small groups of community members.

6. Attends an interactive exchange session with representatives of various agency and organizational groups.

7. Meets with the superintendent and area project director to discuss the school.

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1.12 These slides were made by interns in the previous cycle; they depict the community as the interns saw it.

1.13.1 Finding the Community, by Ron Jones, is a guide to community research and action which will aid interns in answering many of the questions concerning the extent to which institutions serve the needs of people. Issues discussed in this book will indicate the ways in which one learns about the community. Much of the approach does not demand the "hard data" of research but rather a helpful descriptive series of experiences which may be used to assess the community.

1.13.2 These surveys were made by interns in the previous cycle; they describe their experiences, observations, and conclusions re the community.

1.13.3 Your research may consist of any activities which you choose (reading, interviews, additional tours, etc.)

1.14 The primary purpose of this meeting is to secure validation of the participant's observations and conclusions.

1.16 The design for your community profile should include complete data re the following:

1. An outline of the profile contents.
2. A description of the format of the profile (it may be presented in writing and/or by use of media.)
3. Your resources and sources of information.
4. A time schedule for completion of the profile, including the scope of the information to be included in the first phase.

1.17 The criteria questions for evaluation of the profile design are as follows:

1. Is the format well organized so that it will effectively report the data?

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2. Is the content of the profile likely to be accurate as suggested by the content information provided in the design?

3. Is the scope of the profile broad enough? Has enough information been gathered?

4. Have all resources been explored?

5. Is there an indication that the content presented is well balanced, objective, fair?

6. Is the time schedule for completion realistic?

7. Any additional criteria suggested by the participant and/or evaluator(s).

1.19 These criteria questions are the same as those listed in 1.17, but evaluation is carried on from the professor's point of view here.

1.21 The first phase of your profile should meet the goals of the Terminal Objective.

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Post Evaluation:

A committee of the participant, his peers, team leader, Community Coordinator, and a consultant meets to evaluate the first phase of the Profile - Community. The participant presents his profile and the group, in open discussion, evaluates the product re:

1. Does the document answer the information questions posed in the Pre-Assessment?
2. Does the document meet the criteria outlined for the profile design (see Description of Enabling Elements, 1.17).
3. Does the document follow the profile design completed in step 1.16?
4. Does the document give any evidence of positive affective growth re the community? What are the indicators of this growth?
5. Any other relevant criteria determined by the group.

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Remediation:

Those activities, agreed upon by the intern and team leader following the Post Assessment, which are considered necessary before continuation of the Profile - Community, or the beginning of in-service. The remediation may be new activities or repetition of activities which are a part of this module.

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